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The geography for the quarter is merely a larger view of the garden under consideration. It is outlined by Miss Baber in the *ELEMENTARY SCHOOL TEACHER*, Vol. II, No. 5, p. 351; topic, "Farming."

REFERENCES: *Great World's Farm*; *Selina Farm*; L. H. Bailey, *Garden Making*, *The Nursery Book*. *The Principles of Agriculture*; Jackman, *Nature Study for Grammar Grades*; King, *Soil*; Storer, *Agriculture*.

The history for the spring quarter is outlined by Miss Rice in the November issue of the present volume, p. 199 — "The Functions of the Government (or the Care that We Take of the People in our City)."

The details of the work here outlined for the spring quarter, together with the modes of expression employed in carrying out the work, will be given in the reviews to be subsequently published.

FIFTH GRADE.

REVIEW: FRENCH.

LORLEY ADA ASHLÉMAN.

LA SALLE.¹

(Atelier de Mlle. Prétun au huitième étage, Fine Arts Building, Chicago. Déjeuner d'artistes.)

Mlle. Ella Prétun. Voyons, voici les viandes froides — le jambon, les saucisses, le bœuf, le veau. Hélène, où est le pain? et je ne vois pas le beurre.

Mlle. Hélène Prétun. Voici le pain et le beurre.

Mlle. Ella. Je vous remercie.

Mlle. Hélène. Il n'y a pas de quoi.

Mlle. Ella. Voilà les petits-pains, les radis, les olives, les gâteaux, les fruits et les bonbons. (Se tournant vers ses amis.) Mes amis, asseyons nous à table!

(Tous les artistes se mettent à table.)

M. Vincent. Voyons, mademoiselle Hélène, qu'avez-vous à nous proposer?

Mlle. Hélène. J'ai une idée, une bonne idée.

Mlle. Bertrand. Parlez nous en.

M. Tarnusky. Il faut que notre voyage se fasse en Amérique.

M. Girard. Il ne faut pas que ce soit trop cher!

Mlle. Bertrand. Que proposez-vous, ma chère amie?

Mlle. Hélène. Voilà l'affaire. Monsieur Lémon, pouvez-vous me dire quelque chose au sujet de La Salle? Vous êtes notre encyclopédie. La Salle, où est-il né, où est-il allé lorsqu'il était jeune homme?

¹ Played for morning exercise by children of the fifth grade.

M. Lémon. Mais, mademoiselle, quel rapport y a-t-il entre La Salle et l'excursion que nous comptons faire? Je crois qu'il est né à Rouen et qu'il est allé au Canada près de Mont Royal.

Tous les artistes. Quel homme!

Mlle. Hélène. Oui, vous avez raison. Monsieur Tarnusky, en quelle année a-t-il atteint Chicago?

M. Tarnusky. Je ne sais pas. Le savez-vous?

Mlle. Hélène. Mais, certainement. Je viens de lire sa vie. Il atteint Chicago en 1681.

Mlle. Bertrand (nonchalamment). Eh bien! alors: vous êtes bien agaçante aujourd'hui.

Mlle. Hélène. Eh bien! Je vais vous tracer son voyage au sud sur cette carte. La Salle s'embarqua sur la rivière Illinois, par laquelle il arriva au plus grand village des Illinois.

Mlle. Bertrand (baillant). Ah, vraiment!

Mlle. Hélène. Je compte présenter au Salon un tableau de La Salle, le représentant au milieu du camp des Illinois.

(Tous les artistes s'intéressent vivement. Plusieurs se lèvent.)

M. Lémon. Mademoiselle, je vous en prie, comment passa-t-il au milieu de leur camp?

Mlle. Hélène. Il fit prendre les armes à sa petite troupe. Il rangea ses canots de front. Les Indiens, effrayés de cette audace, quoiqu'au nombre de plusieurs milliers, devant une vingtaine de Français, implorèrent la paix et lui présentèrent trois calumets.

Mlle. Hélène. Hum, assez beau sujet!

M. Tarnusky (montrant une pipe curieuse, suspendue au mur). Voilà un calumet, n'est-ce pas? Que signifie le calumet parmi les Indiens?

Mlle. Bertrand. Les Indiens disent que c'est un présent du soleil pour établir et pour confirmer la paix parmi eux. Le calumet rouge est une marque qu'ils offrent au secours; les plumages blancs et gris signifient la paix et du secours.

M. Tarnusky. Je vous remercie mille fois de votre explication, mademoiselle.

M. Lasnier (avec intérêt). En savez-vous plus long, mademoiselle Hélène? Vous nous faites un cours d'histoire fort intéressant. Les Indiens, lorsqu'ils se trouvent associés à un Français, ne sont pas si mal.

Mlle. Hélène. Ah! M. Lasnier, je suis "femme savante aujourd'hui." Au mois de février, il entra dans le Mississippi, trouva l'embouchure de la rivière Ohio, arriva finalement chez les Indiens Natchez. Il continua sa route et remarqua que le Mississippi se partage en trois chenaux. Enfin, au mois d'avril, il vit le beau golfe du Mexique, et il donna le nom de Louisiane à ces vastes pays qu'il avait découverts.

Maintenant, je reviens à mes moutons. Louons un *house-boat* et faisons

le voyage que La Salle a fait avec ses vingt Français. Chacun y trouvera des points d'intérêt pour son art. Voilà un voyage idéal, n'est-ce pas?

M. Vincent. Ah! Vous avez raison, mademoiselle. Notre art ne devrait pas nous faire oublier la grandeur de nos ancêtres. Avec une poignée d'hommes, de fragiles esquifs, ayant seulement l'aiguille aimantée, les étoiles, le vent, mais surtout son génie, La Salle fit une découverte devant laquelle avait échoué Ponce de Léon et Ferdinand de Soto! Nous pouvons bien nous écrier avec orgueil: Français, voilà ce que faisaient vos pères!

(Tous les convives se lèvent d'un commun sentiment.)

"Vive la France!"

(Ils chantent "La Marseillaise.")

REVIEW FOR FEBRUARY.

(FRANCIS W. PARKER SCHOOL.)

WILLARD STREETER BASS.

History.—The work for the month was a study of the industrial and social life of Virginia in the early part of the eighteenth century.

Last month we saw that the love for adventure, and the expectation of easy wealth by the discovery of gold, were leading motives in the colonization of Virginia, and that the colonists found adventures in plenty, but no gold. The lack of the latter, coupled with the disinclination of the colonists to spend time in growing corn, had come very near wrecking the colony, when an unexpected source of wealth was found in tobacco.

The class studied the methods of growing tobacco, following in detail the manner of preparing the soil, planting the seed, transplanting, harvesting, and curing the crop. (Carpenter's *North America*, pp. 103-8; Tarr and McMurray, *North America*, p. 165.) We then compared the labor involved in this process with that of growing corn, with which the pupils were already somewhat familiar. It was at once evident that tobacco was a crop which required a great deal more labor than corn. The class was, then, not at all surprised to learn that the Virginians supplied themselves with the needful laborers by importing bond-servants from England and negro slaves from Africa. Equally apparent was the origin of two distinct classes in Virginia, the laborers and the landowners, a social condition in marked contrast with that in New England.

In the conditions surrounding the boyhood and youth of George Washington we found concrete examples of all these phases of life, and we studied them with care. We read the stories of Washington's boyhood in Brook's *The True Story of George Washington*, and Seelye's *George Washington*. We also read extracts from Washington's diary, written while he was surveying for Lord Fairfax, and his "Rules of Conduct" ("Riverside Literature

Series"). The class took great pleasure in reading the latter, partly in seeing what standards the boy Washington set himself, partly in seeing how customs and manners have changed since his day; but, apparently, the greatest source of interest was in finding what things in the rules were applicable to our day and own schoolroom. Each child chose one of these rules and recited it at the Washington birthday exercises, described below. We also studied the surroundings of Washington's boyhood from pictures, and made large drawings of the house in which he was born, the field schoolhouse to which he went, his contest with the colt which he killed in breaking, and his camp while surveying.

The motive of the class in much of this work was the participation in the Washington birthday exercises of the school, which occurred on February 21. The part assigned to the fifth grade was the story of Washington's life to the close of his surveying trip for Lord Fairfax. From the stories which had been read to the pupils, they planned a continuous narrative, divided it into parts, and each pupil told a part at the exercises. To secure a greater spontaneity, the stories were all told from memory, and were never written and learned *verbatim*. Hence, although they were interesting, they cannot be given here.

Geography.—The study of the Atlantic coastal plain, begun in January, was continued. An experiment was devised to show roughly the method by which this plain was formed. The only place available for the experiment was a sink about forty inches long and six inches deep. Although this proved to be rather small, yet the effects which it was desired to show were unmistakable and plainly seen by the class. In order to be able to control the depth of water in the sink, we placed a ring of clay around the outlet. The water ran over the top of the ring to the outlet, and of course stood in the sink at whatever level we chose to keep the top of the clay. A rubber tube with a spray was fastened to one of the faucets so that the water fell in fine drops over the material which we had placed in one end of the sink. The material employed was the foundry sand used in map-modeling. Its use, however, cannot be wholly recommended, as it is too soft and too uniform in structure to show clearly the characteristic appearance of an eroded surface. After several attempts, however, fairly satisfactory results were obtained. The method of procedure and the results obtained are described below in a paper written by one of the pupils. The paper, as printed, contains a few corrections made by the teacher.

THE FORMATION OF A CONTINENTAL SHELF AND COASTAL PLAIN.

We tried an experiment in making a continental shelf. First we put some sand in a sink. Then we fastened a rubber tube to a faucet. There was a spray on the end of the faucet. Then we turned on the water very gently so that it fell like rain. The rain made rivers, and the rivers washed the sand down and made a continental shelf under the water. Then the

water sank and left the continental shelf above the surface. Now, the continental shelf is part of the continent. It is very flat and regular, and is called a coastal plain.—*Norman Preble.*

The work in industrial geography was a study of iron. The process of mining and smelting iron was studied from descriptions and pictures (Carpenter's *North America*, pp. 179-83, 219-23; Tarr and McMurray, *North America*, pp. 174-79). Several members of the class who had seen smelting gave vivid descriptions of parts of the process. The distribution of iron ore in the United States was studied, and the principal beds were located and drawn by the pupils upon the same maps upon which they had already placed the coal fields.

Nature study.—When the class, in January, was obtaining gas from coal—they had already learned that coal is formed from wood—several pupils asked: "Can we also get gas from wood?" By heating fine pieces of wood in a closed clay pipe, in exactly the same manner as we had treated the coal, we found that we could obtain gas from wood. The quantity of wood contained in a clay pipe was too small, however, to give an accurate idea of the relative amount of gas in various kinds of woods, or in a given weight of wood and the same weight of coal. We, therefore, repeated the experiment on a larger scale. The material which we used was supposedly dry oak and pine from the sloyd room. For retorts we used hemispherical iron sand baths four inches in diameter. The wood was cut into fine pieces and placed in the sand baths. From 80 to 100 grams of pine were used, and 150 or 200 grams of oak. We dried the wood for three days in an oven, kept as hot as possible without scorching the wood and then reweighed it. We then covered the wood to prevent contact with the air and heated it with a Bunsen burner. We tried several devices for collecting the gas driven off, but all of them were failures. The most satisfactory of the methods used is simply to cover the sand bath containing the wood with another of the same size and allow the gas, creosote, and other products to escape through the unavoidable opening between the two. After weighing the charcoal obtained, we burned it to ashes, which we weighed.

The following paper, printed without change from the first copy by one of the pupils, gives the results of the experiments, which occupied the laboratory periods for several weeks:

ANALYSIS OF WOOD.

I took 200 grams of oak wood and dried it. After I had dried it, it weighed 188.8 grams. Then I drove off the gas by putting the wood into a little pan and covering it with a layer of clay and plaster of Paris. Next I put it over a Bunsen burner. After the gas had been driven off, I found I had driven out something beside gas. It was tar. The charcoal weighed 55 grams.

Now I burned the charcoal and had ashes left. These weighed 1.3 grams.—*Margaret Prussing.*

Number.—A large number of problems grew out of the analysis of wood. The work was managed as follows: Each pupil kept the record of his own weighings. This was read to the class and placed upon the board, and the weights of the things which had to be found by subtraction were computed by each member of the class.

The class was then ready to obtain the percentage of water, volatile matter, carbon, and ashes in the wood analyzed. We arranged the work with the easiest problems first. The results are printed here as far as the best pupils in the class obtained them.

ANALYSIS OF WOOD.

PUPILS.	WEIGHTS IN GRAMS.							PER CENTS.			
	Wood.	Dried.	Water.	Charcoal.	Volatile Matter.	Ashes.	Carbon.	Water.	Volatile Matter.	Carbon.	Ashes.
N. P.	100	87.	13.	45.	42.	1.	44.	13.	42.	44.	1.
J. L.	100	88.5	11.5	36.2	52.3	.9	35.3	11.5	52.3	35.3	.9
D. A.	100	94.	6.	.....	.....	.8	.....	6.	.....	.....	.8
M. P.	200	188.8	11.2	155.	33.8	1.3	153.7	5.6	16.9	76.85	.65
A. F.	150	.....	.....	131.	19.	.7	130.3	.....	12 $\frac{9}{10}$	86.8 $\frac{1}{10}$	.4 $\frac{9}{10}$
L. D.	150	.....	.....	95.2	54.8	.7	94.5	.....	36.5 $\frac{1}{2}$	63.	.4 $\frac{1}{2}$
C. H.	125	119.5	5.5	.....	.....	1.	.....	4.4	.....	.....	.8
E. D.	85	81.2	3.8	30.	51.2	1.	29.	41 $\frac{3}{7}$	60 $\frac{4}{7}$	341 $\frac{2}{7}$	11 $\frac{3}{7}$
M. H.	104	95.	9.	.....	.....	1.4	.....	.....	.....	.....	.....

The method of attacking the above problems was an extension of that described last month for the similar but easier problems in the analysis of coal. The part of the wood which was water, volatile matter, carbon, or ashes, was stated as a fraction, and this fraction was reduced to hundredths. No attempt was made to find a general method. It will be noticed that no one in the class succeeded in reducing 104ths to 100ths. Only two pupils succeeded in reducing 85ths to 100ths. The problems could be, and in the light of experience should be, made easier in two ways: (1) by choosing, in the first place, weights of wood that would give fractions reducible to 100ths without too much difficulty; (2) by rejecting all fractional parts in making and recording the weights.

These problems made evident considerable weakness on the part of some pupils in changing fractions to equivalent fractions of another denomination, and during the last fortnight a great many drill problems of this kind have been given.

English Composition.—The policy, described last month, of discussing with the whole class the mistakes recurring in the papers of a considerable number of pupils, and making rules for future guidance, has been continued. During the month, the principles of sequence of tenses and agreement of

predicate and subject have been discussed. All the pupils have written papers upon the "Analysis of Wood;" "Formation of Coastal Plains;" "A Story of Colonial Life."

OUTLINE FOR APRIL, MAY, AND JUNE.

HARRIET T. B. ATWOOD, WILLARD STREETER BASS.

History.—The remainder of the year will be devoted to a study of the French settlements in Canada and the Mississippi valley, the great struggle that determined whether France or England should control the destinies of North America, and the efforts of the English colonies toward a greater political freedom. The method used will be the vivid presentation of an event which is at once striking in itself, and characteristic of a long series of events, and which, therefore, may fairly represent the whole series or complete movement.

The following events will be chosen for this purpose: (1) Champlain discovers the lake which bears his name and engages in battle with the Iroquois Indians. (2) Saint-Lusson raises a cross and the French arms at Sault Ste Marie and takes possession of the West for France. (3) La Salle descends the Mississippi to its mouth and erects a column with the arms of France, claiming possession of the entire Mississippi valley. (4) George Washington is sent to warn the French to leave the country claimed by the Ohio Company of Virginia. (5) Braddock is defeated. (6) Ticonderoga. (7) Niagara. (8) Wolfe at Quebec.

Besides this study of events the characteristics of the French colonists will be compared with those of the English. The three motives of the French in their efforts to colonize North America, the desires to explore and trade, to convert the Indians, and to build up a trans-Atlantic French empire offer a sharp contrast to the New England colonists who came to make homes and secure freedom in their own lives. This contrast will be sharply brought out by comparing a typical French settlement with its trading post, its military guard, and its mission, with the New England town, studied in December, and the Virginia plantation, studied in February.

REFERENCES: Parkman, *Pioneers of France in the New World*, Part II, chap. x; *La Salle and the Discovery of the Great West*, chaps. iv, xx; *Montcalm and Wolfe*, chaps. ii, v, vii, xxiv, xxv; Seelye, *Life of George Washington*; Catherwood, *Story of Tonty*; McMurray, *Pioneer History Stories*.

The events of the Revolutionary War selected for full and vivid narration are: (1) The Boston Tea Party. (2) The battles of Lexington and Concord. (3) The battle of Bunker Hill. (4) The Declaration of Independence. (5) The Winter at Valley Forge. (6) Surrender of Cornwallis.

The story of the Boston Tea Party will serve as an illustration of the restraints of trade placed on the colonies by the mother country and as an introduction to a little further study of them. Following this come the other

stories of the devices employed by the colonists to avoid trade with England and a study of the industries of the home at the point of their highest development.

REFERENCES: Lodge, *The Story of the Revolution*; Winsor, *Narrative and Critical History of America*, Vol. VI; Fiske, *The War of Independence, The American Revolution*.

Oral Reading.—Longfellow, "Paul Revere's Ride;" Emerson, "Concord Fight."

Geography.—The study of the French settlements necessitates a study of the entire St. Lawrence and Mississippi basins. The work will begin with Champlain and his trip to the lake named for him, and will in general follow quite closely the routes of the explorers. The topography will be studied by the use of the sand table. To give vivid images of the country as it is now, pictures will be used. From these images the appearance of the country at the time of its first exploration will be inferred.

The Appalachian mountains, which separated the English and the French until each had secured a firm foot-hold in his own part of the continent, also determined the points for whose possession many of the great struggles of the war were to take place. As there were no cities or points of political importance to be defended or captured, the strategy of the war depended almost exclusively upon the topography of the country. The class will follow Washington's journey to Fort Le Boeuf with care and note his remark about the advantage of building a fort at the forks of the Ohio. When it is evident that the decisive struggle is at hand, the pupils will carefully examine the whole Appalachian system, with a view to finding the easy routes by which the combatants can get at each other, and will then decide at what points the great struggles are likely to occur. The historical narrative will then show the accuracy of the reasoning.

Following the work upon the Appalachian mountains, the Rocky mountains will be studied in order to secure a complete topographical treatment of North America. The year's work in topography will be summed up by a map showing the relief and the location and partings of the various river basins.

Distribution of industries in North America (continued). (6) Agriculture: (a) Agricultural products in daily use. (b) Principal crops produced in North America, as wheat, corn, oats, sugar cane, cotton, tobacco, etc. (c) Regions where these crops are produced, their general geographical conditions, and the soil and climatic factors which have to do with agriculture. This study will call for an investigation of the methods of irrigation in certain parts of our country. (d) Methods of farming in different sections: preparing the soil; planting, cultivating, harvesting of crops. In considering the different phases of work on a farm, a study will be made of the agricultural implements which are used in various parts of the country. Trips will be taken to a farm and to the Field Museum, for the purpose of seeing primitive

agricultural implements, and to the McCormick reaper works, to study modern farm implements and machinery. (e) Marketing of farm products; methods of transportation and storage of the different crops; location of commercial centers where the crops are stored and from which they are shipped to various parts of this country or exported; foreign countries to which portions of the principal American crops are sent. (f) The influence of the agricultural life upon the settlement and development of different regions of our country.

REFERENCES: Powell, *Physiographic Regions of the United States*; Adams, *A Commercial Geography*; Tarr and McMurray, *North America*; Reports of Department of State, Washington, D. C., *Commercial Relations of the United States*, and *Review of World's Commerce*; Shaler, *Nature and Man in North America*, and *Story of Our Continent*; Gaye, *The Great World's Farm*.

Nature-study.—The nature-study will be based upon the work which the grade will do in the school garden, and upon field trips taken by the children.

Field trips proposed for the spring: (1) To the Desplaines river at River Forest; (2) to ravines at Lakeside and prairie west of Lakeside; (3) to sand dunes; (4) to swamp; (5) to the truck farms on outskirts of city.

The main features of work in the field will be sketching with crayon and water colors, taking photographs, collecting specimens, and taking notes. The phases of work to be especially considered are: (1) The topographic forms of the regions visited, namely the ravines, lake cliffs, beach, dunes, swamp, river bluff, and flood plain; (2) the vegetation of the areas; characteristic flora of prairie, upland forest, ravine, lake cliffs, beach, flood plain, swamp, and dunes. The aim is to make the children somewhat familiar with the characteristic plant societies, and to lead them to relate the differences noted in the flora to differences in topography, soil, available moisture, and exposure to heat, light, and wind.

The work based on the school garden will be:

1. Selection of the best site for a garden and a consideration of the factors which influence the growth of plants.
2. Examination of soil in our garden and of the different soils which came from various regions visited on field trips. What soil is best for a garden? How shall we determine the best soil?
3. Experiments to determine the relative values, for garden purposes, of dune sand, swamp muck, clay from bluff, leaf mould from woods, loam from garden: (a) to determine the capacity of various soils to retain water; (b) to determine rate of evaporation from different soils; (c) to determine the constituents of the various soils;^{*} (d) to test the soils, seeds will be planted in series of pots containing the various soils; one series will be kept very moist,

^{*}For detailed directions for the foregoing experiments see COURSE OF STUDY, Vol. I, No. 8, p. 734.

another under average conditions, and the third will be exposed at intervals to drought conditions. The class will observe which soil shows disadvantages when kept very moist, and which when allowed to become dry.

4. A visit will be made to a greenhouse to see how the gardeners prepare their soil, and a sample of their garden soil will be brought home and examined. In what ways do soils become mixed in nature? Note effect of percolating waters; of burrowing animals; of ants and earthworms. Consider the work of ants and earthworms as soil mixers.

5. Choice of the most favorable time for planting seed. Frequent observations as to the temperature of atmosphere and of the soil in the garden at various times of the day. If possible, an experiment will be made to determine the most favorable temperature for the germination of seeds.

6. Arrangement of plants in spaces allotted for garden purposes which will make it possible for the different species to receive the proper amount of light. The children will make a rough classification of the garden plants as to the amount of light required for their best growth. They will obtain their information from the gardeners at the greenhouse, or from florists' catalogues. Experiments will be made to show the effect of different degrees of light upon growth and upon the manufacture of starch in the leaves.

Zoölogy: A study of animal life found in the garden, with the idea of discovering which animals are helpful and which injurious to plants.

Meteorology: The weather records will be continued. At the end of the year a chart will be prepared showing the relation of the sun's slant to temperature, and an attempt will be made to show the relation of latitude to mean annual temperature.

REFERENCES: Salisbury and Alden, *Geography of Chicago and Environs*; Cowles, *Plant Societies of Chicago and Vicinity*; Comstock, *Insect Life*; Jordan and Kellogg, *Animal Life*; Coulter, *Plant Relations and Plant Structures*; Barnes, *Plant Life*; Atkinson, *Elementary Botany*; King, *Soil*; Darwin, *Formation of Vegetable Mould through Action of Earthworms*; Chapman, *Bird Life*; Herrick, *Home Life of Wild Birds*; Weltje Blanchan, *Bird Neighbors*.

Mathematics.—In the work in nature-study outlined above, a knowledge of the soil of sand dune, beach, lake cliff, prairie, and swamp is required. An analysis will be made of each one of these to determine the amount of (1) gravel, (2) fine sand, (3) clay, (4) organic matter, present in the various soils, and also the relative amounts of water retained by the different soils. The results will be expressed in per cents. (See Jackman, *Nature Study in the Grammar Grades*, pp. 45-7.)

As in previous months the children will make, to a definite scale, working drawings of all objects to be constructed in the shop. A third phase of the number work will be the reduction of recipes needed in cooking (see January number, p. 388).

Music (Zoe Smith Bradley).—Gurlitt, "Spring Rain;" Reinecke, "Swinging;" Gilchrist, "The North Wind;" Eleanor Smith, "Dandelion

Ladies;" "May Time;" *Modern Music Series*, Book II; Reinecke, "Spinning Song," *ibid.*, Book I; "Easter Ode," *ibid.*, Book III; general school songs.

Oral reading and dramatic art.—The study of Irving's *Rip Van Winkle* continued. In addition the children will study and memorize selections to be chosen by Miss Fleming for the exercises on Memorial Day.

Textiles and woodwork.—The children will finish weaving the small rugs begun in March. In the shop they will make the stakes and necessary implements to use in the garden, and will assist in constructing the framework of the arbor which has been planned for the beautification of the school grounds.

Home economics.—The study of cereals continued.

Physical training for April (Carl J. Kroh)—*Boys.*—Boxing: attacks and guards, moving about. Free gymnastics: regular order (hand apparatus). Apparatus gymnastics: rear, side, and front vaults over ends of long horses; length-jumps over ropes and bucks (rope adjustment between boards and bucks). Individual exercise: optional practice (climbing, jumping, etc.) prescribed. *Girls.*—Regular practice-order in free gymnastics: movement combinations in like directions, executed in alternate, intersected, and simultaneous orders (adapted starting positions). Indian club swinging exercises, single and double arm and hand circles in like directions. Apparatus gymnastics: horizontal ladders—swing-traveling forward, backward, and sideward, with alternate and simultaneous lifting of hands; ditto, upward and downward on beams and rounds of slant ladders; practice of swinging and halting in place. Double horizontal bars (divided support): simple forward vaulting in connection with facings toward points of support. Suspended (adjustable) rings: body-circling in hang-standing position. Antagonistics: pushing and pulling with various hand-grasps, with hand apparatus, wands and handle-straps.

SIXTH GRADE.

JENNIE E. CURTIS.

OUTLINE FOR APRIL, MAY, AND JUNE.

Literature and dramatic reading.—Scenes from *Ben Hur*, including the chariot race; *Ulysses Among the Phaeacians*; *Paul Revere's Ride*; *Grandmother's Story of the Battle of Bunker Hill*; Holmes.

History and geography.—Persian wars; Aristides and Themistocles. Finish reading *Ten Boys on the Road from Long Ago to Now*; *The American Boy*; *The Early Life of Washington*. Situation in and around Boston in 1775, before the battle of Bunker Hill; fortifications of Bunker Hill; account for the attack of the British upon Bunker Hill (use molding and drawing);